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ABSTRACT

St. Augustine College (SAC), in North Carolina, has undertaken four studies to gather data on factors related to student persistence, transfer, and withdrawal from the college. In the first study, graduating students from June 1990 to December 1992 were surveyed to determine influences on their decisions to transfer to a university. Three major influences identified in the study were an intention to transfer, high levels of academic achievement, and demonstrated mathematics ability at SAC. In the second study, 100 students who withdrew from the college between 1990 and 1993 were surveyed to identify reasons for withdrawing. Reasons cited fell into the general categories of family and home problems, educational problems, and financial problems. In the third study, questionnaires were administered to 300 students in developmental English classes at various levels to determine the learning styles of Hispanic English as a second language students. Results from this study suggested that students preferred auditory and tactile learning methods to visual learning and group work. Finally, a longitudinal study of 300 students who entered in 1994-95 is currently underway to determine factors related to student persistence. Preliminary results show that students with good mathematics ability at entrance who receive encouragement are more likely to have good grade point averages, to intend to persist, and to actually persist. The graduate and current student survey instruments are appended. (TGI)

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ED 395 603

Meeting the Needs of Nontraditional Students: Retention and Transfer Studies

By
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Chicago, Illinois

Paper presented at the Annual Meeting of the North Central Association (101st, Chicago, IL, March 23-26, 1996)

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Meeting the Needs of Nontraditional Students
Retention and Transfer Studies
Barbara Kraemer

(Presentation at the annual meeting of the North Central Association of Schools and Colleges, Chicago, March, 1996.)

In order to take steps to increase students' successful completion of college, St. Augustine College has made efforts to understand why students persist and transfer or withdraw from the college. Today we are presenting three studies that have been completed, and one that is underway:

1. Transfer of graduates to four-year institutions
2. Reasons why students withdrew
3. Learning styles of Hispanic ESL students
4. Persistence of current students

(1) Graduates

In higher education 37 percent of all students and 60 percent of all Hispanic students are enrolled in community colleges. Community colleges have greatly increased access to higher education because of open admissions policies, closeness of campuses to students, and financial assistance. One-fourth of all community college students are minorities, and the percentage is higher in cities with high minority populations. These students have the lowest retention rates and highest transfer losses.

A pressing issue facing higher education today is how to increase the number of minority students who earn college degrees. Since so many minority students are in community colleges, the issue becomes how to increase the number of minority students who transfer. Eighty to 85% of Hispanic community college students intend to transfer, but only between 5 and 20% actually transfer. Graduating students of St. Augustine College (SAC) from June, 1990 to December, 1992 were the population for a transfer study that examined various influences on graduating students' decision to transfer to the university.

Theoretical Framework

The study was based on Tinto's model of student persistence. Tinto's model incorporates the belief that what happens in college is more important than what a student brings to college.

Methodology

The sample consisted of all graduating students who completed the graduate survey (N=277). Factors examined in the study were the following:

Three exogenous-- MATHEMATICS ABILITY
FAMILY CONCERNS
ENCOURAGEMENT

Six intervening--	ACADEMIC INTEGRATION ACADEMIC ACHIEVEMENT ENGLISH SKILLS SOCIAL INTEGRATION EDUCATIONAL GOAL COMMITMENT INSTITUTIONAL COMMITMENT
Two outcomes--	INTENT TO TRANSFER TRANSFER BEHAVIOR

Results

Regarding academic aspirations, 70% of graduates indicated that they intended to earn a bachelor's degree or a degree beyond the bachelor's. 20% transferred. It will be important to follow these students to see how many actually graduate with a bachelor's degree.

What are the factors associated with successful transfer of St. Augustine students?
There were three strong influences on our graduates which led them to transfer to the university:

-if they **intended to transfer** while they were at SAC, i.e., they have a clear direction
-if their **academic achievement was good,** i.e., their GPA
-if they demonstrated good **mathematics ability** when they entered.

This means that our students with good mathematics placement scores at admission are more likely to achieve academically, intend to transfer to a four-year institution, and actually transfer after graduation.

WHAT DOES THIS MEAN FOR US AT SAC?
WHAT SHOULD WE DO TO HELP OUR STUDENTS TRANSFER?

A. Strengthening mathematics and other reasoning ability

1. identify the **academic potential** of entering students
   Use **different assessment instruments in combination** to determine the student's academic level, which will help in advising the student about a major and program of study. The assessment may show that students not academically prepared for college or fluent in English have the potential for college-level work.
2. have opportunities for faculty development, so faculty are able to strengthen students' **mathematics and reasoning abilities**
   In service programs to help faculty
   -recognize student intellectual potential;
   -develop reasoning abilities--analysis, synthesis, problem-solving--and other abilities in class;
   -promote good study skills;
   -challenge students to work up to their potential.

Similar In service training would also be important for tutors and for instructors of the freshman seminar and a special "Success" program for underprepared students. They could work specifically on reasoning ability.

3. Small classes and tutorial sessions give the faculty the opportunity to work with students individually or in small groups and monitor their progress in developing thinking skills.
4. Developmental workshops for students: critical thinking, study skills, how to survive in college.

B. Institution-wide promotion of academic achievement

1. Two-year college faculty criticized for watering down courses or not believing in students' ability to achieve.
   For our faculty: -high academic expectations of their students
   -courses that are up to college standards
2. college administrators maintaining academic standards so students acquire a good academic foundation
3. In 1993 student outcomes were identified for each academic program, what each student is to achieve in terms of course content and abilities. Now teaching so that these outcomes are achieved and assessing whether they are achieved.
4. early identification of non-performing students, so academic adviser or counselor can help - **student performance notices**
5. because many are underprepared and need special help, college programs focus on these students, rather than challenging the more talented students--**honors program**

C. Promoting transfer

Studies have shown that students who achieve a bachelor's degree do better economically than those with an associate degree. But transfer is a wrenching process for community college students.

1. **transfer center**
   -direct promotional activities toward first semester freshmen to generate interest in the possibility of transfer
   -arrange for alumni who have completed the bachelor's degree to meet with potential transfer students
   -initiate mentoring relationships with faculty and alumni to strengthen the possibility of graduates continuing their education beyond the two-year college.
2. need for a **career counseling program** to help students
   -assess their talents,
   -refine their career goals, and
   -learn about the educational requirements for their desired careers.

   Career counseling would apply to **all** students: not just those planning to work immediately after graduation, but also those students planning to transfer.

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(2) Why students withdrew from SAC

In 1991 the college established a retention task force to look at its record on retention and examine the reasons why students withdrew. The task force used informal surveys and forms completed by counselors at the time of withdrawal. Because of the need for more objective data, the research office contracted with UNIMAR, a U.S. Hispanic Communications agency, to conduct a telephone survey of one hundred students who withdrew from the college between 1990 and 1993, in order to identify reasons why students withdraw. These former students were asked several questions related to the reasons that influenced their decision not to continue their studies at SAC. The reasons fell in the general categories of family and home problems (37%), educational problems (35%) and financial problems (29%), in that order. When asked specifically **why** they made the decision to leave, students responded with these types of reasons: educational problems (36%), **T**

family and home problems (28%),
financial problems (21%), and
work (14%).

Students were also asked what they were doing since they left SAC. More than 3/4s were either working full-time (51%) or housewives (27%). 5% had re-entered SAC.

Some problems are beyond the power of the college to address, but faculty and administrators examined the specific reasons in each category, in order to identify those that the college could influence:

-student satisfaction level
-help from the staff, help with their studies
-class attendance
-motivating students to persist

In addition, the research office began to collect longitudinal data by entering cohort, in order to calculate retention and graduation rates for each cohort. The withdrawal rate for Spanish-dominant students is higher than for English-dominant or bilingual students. Thus, it was important for us to look at teaching and learning of ESL students.

(3) Student learning styles

Since 80 percent of our entering students need developmental English, understanding of how students best learn English is key for the success of the academic program. One member of the Communications Department faculty, Richard Itzen, administered a learning styles questionnaire to 300 students in developmental English classes at various levels. Previous research with Spanish-speaking students (Reid, 1987) indicated that Spanish-speakers in ESL classes preferred active participation and tactile learning, but not group learning. Itzen (1995) found that the group at St. Augustine College was homogeneous, preferring auditory and kinesthetic learning methods (Itzen, 1995).

Visual learning was not a preferred mode, yet ESL students depend on reading for learning. Conclusions of the study point to the need to reconsider utilizing collaborative learning, group work and the like. If it is used, students must receive an orientation to the approach, because they tire of group work. A recommendation from the study is to include projects and role-playing as ESL learning experiences, so that students can capitalize on their ability to

learn with auditory and kinesthetic methods. Further investigation of student learning styles is needed to confirm the results of this study and provide direction for the college in meeting the needs of the vast majority of our students.

(4) Student persistence

At the present time, another faculty member and I are conducting a study of the persistence of students who entered the college during the 1994-1995 academic year.

Theoretical framework

The study is based on tested models of student persistence: Tinto (1975, 1987), Nora (1987), and Cabrera et al. (1992, 1993). It adds to the Tinto model "pull factors" such as family responsibilities and problems, and financial difficulties that may cause a student to drop out of school. It also examines the influence on persistence of encouragement by instructors, advisors, family, friends and fellow students.

Methodology

This is a longitudinal study which uses college data and the responses on a student survey given in spring 1995. About 300 students are in the sample. Factors examined in the study were the following:

Four exogenous--	MATHEMATICS ABILITY
	FAMILY PROBLEMS
	FINANCIAL PROBLEMS
	ENCOURAGEMENT
Eight intervening--	CULTURAL AFFINITY
	ACADEMIC INTEGRATION
	ACADEMIC DIFFICULTY
	ACADEMIC ACHIEVEMENT
	SATISFACTION WITH FACULTY
	SOCIAL INTEGRATION
	EDUCATIONAL GOAL COMMITMENT
	INSTITUTIONAL COMMITMENT
Two outcomes--	INTENT TO PERSIST
	PERSISTENCE

Results

We are analyzing the results of the study now. It seems that the model explains our students' adjustment in college more than persistence. However, the study does show that students with good mathematics ability at entrance who receive encouragement from instructors, advisors, family, friends and fellow students, are more likely to have good GPAs, intend to

persist and do persist at the college. As of this date, 3/4 of the students in the study have persisted. We intend to follow them through to degree completion and transfer.

Conclusion

These and other studies help us understand our students' behavior and give us a basis for determining college policies and programs to respond to student needs. In its 15 years of existence, St. Augustine College has consistently directed its efforts toward meeting the needs of a nontraditional student population that has had very limited opportunities for higher education. In its educational programs, support services, studies and data collection, the college has demonstrated a desire to "do what it says it will do" (Hegerty, 1983) and to be faithful to its reason for being an institution of higher education, that is, to open doors for Hispanics to become productive citizens, contributing members of the labor force, and parents of the next generation.

St. Augustine College

Student Survey

Encuesta sobre los Estudiantes

Instructions

Instrucciones

Please answer all the following questions to the best of your ability. Leave blank the questions that do not apply to you.

Por favor conteste las siguientes preguntas lo mejor que pueda. Deje en blanco las preguntas que no aplican en su caso.

Answer by filling the bubble of the answer you find most appropriate in the attached sheet.

Conteste llenando la burbuja de la respuesta que Ud. considera más apropiada.

The Office of Planning and Administration will use this survey to study how the student population feels about the services we provide. The confidentiality of your answers is guaranteed by this office. Neither the faculty nor the advisors will have access to individual surveys.

La Oficina de Planeamiento y Administración usará este cuestionario para estudiar que opina el estudiantado sobre los servicios que proveemos. La confidencialidad de sus respuestas está garantizada por esta oficina. Ni el profesorado ni los consejeros tendrán acceso a encuestas individuales.

Thank you for cooperating by completing this survey. Your opinion will help us provide better educational opportunities and services to all the students.

Gracias por su colaboración al completar este cuestionario. Su opinión nos ayudará a proveer mejores oportunidades educacionales y servicios para todos los estudiantes.

St. Augustine College

Student Survey

Encuesta sobre los Estudiantes

Spring 1995

1. In which program are you enrolled?
¿En qué programa está Ud. matriculado?
   a. Business Administration/Management or Accounting/*Administración/Manejo de empresas o Contaduria*
   b. Liberal Arts or Early Childhood Education/*Artes Liberales o Educación de niños pre-escolares*
   c. Computer Information Systems/*Sistemas de Información de Computadoras*
   d. Respiratory Therapy
   e. Secretarial Science/Ciencias de Secretariado

2. How many semesters have you studied at St. Augustine College?
¿Cuantos semestres ha estudiado en la Universidad San Agustín?
   a. 1 (One/*uno*)
   b. 2 (Two/*dos*)
   c. More than 2 (Two)/*más de 2 (dos)*

3. Is this your last semester?
¿Es éste su último semestre?
   a. Yes/*Sí*
   b. No/*No*

4. Which English course are you taking?
¿Qué curso de inglés está Ud. tomando?

   a. Eng 090-091
   b. Eng 101-104
   c. Eng 105-108
   d. Eng 109-112
   e. none of the above/*ninguno de éstos*

(Planning and Administration Doc. STUSA.DOC)

5. If you are not taking any of the courses above, which English class are you taking?
Si no está en ninguno de los cursos mencionados arriba, ¿que clase de inglés está tomando?

   a. Eng 201
   b. Eng 202
   c. Eng 205

6. Indicate the campus you live closest to
Indique el campus o la extensión más cerca de donde Ud. vive

   a. ARGYLE
   b. SOUTH
   c. WEST TOWN
   d. AURORA

7. What is the highest academic degree that you intend to earn?
¿Cuál es el grado académico más alto que Ud. desea obtener?

   a. Associate degree (A.A., A.A.S.)/*Grado Asociado*
   b. Bachelor's degree (B.A., B.S.)/*Licenciatura*
   c. Master's degree (M.A., M.S.)/*Maestría*
   d. Doctorate (Ph.D., Ed.D., etc.)/*Doctorado*
   e. Other/*Otro*

Use this scale for the following questions
Use esta escala para contestar las siguientes preguntas

Strongly disagree Muy en desacuerdo	Disagree desacuerdo	Neutral neutral	Agree de acuerdo	Strongly agree muy de acuerdo
1	2	3	4	5

I came to St. Augustine because / *Vine a la Universidad San Agustín porque*

8. I want to learn skills to get a better job
Quiero aprender destrezas para conseguir un mejor trabajo 1 2 3 4 5

9. I want a college education because it is prestigious
Quiero una educación universitaria porque es prestigioso 1 2 3 4 5

10. I want to transfer to a four year institution
Quiero transferirme a una institución de cuatro años . 1 2 3 4 5

11. I want to learn English
Quiero aprender inglés 1 2 3 4 5

12. It is important to me to get a college degree
Es importante para mí obtener un grado universitario 1 2 3 4 5

I chose St. Augustine because of
Yo escogí la Universidad San Agustín por

13. the bilingual program
el programa bilingüe 1 2 3 4 5

14. the English program
su programa de inglés 1 2 3 4 5

15. the opportunity to start college classes in Spanish
la oportunidad de empezar con clases universitarias en español 1 2 3 4 5

16. the Support Services to students
sus servicios de apoyo a los estudiantes 1 2 3 4 5

17. instructors speak Spanish
los profesores hablan español 1 2 3 4 5

18. financial assistance
la ayuda financiera 1 2 3 4 5

19. it being near my home
que está cerca de mi casa 1 2 3 4 5

20. a friend/relative studies at SAC
un amigo/pariente estudia en San Agustín 1 2 3 4 5

Using the same scale, please answer the following questions.
Usando la misma escala, por favor conteste las siguientes preguntas.

21. I believe the instructors are well prepared for their job
Yo creo que los profesores están bien preparados para su trabajo 1 2 3 4 5

22. I have good relationships with my instructors
Yo tengo una buena relación con mis profesores . . . 1 2 3 4 5

23. I believe the advisors are well prepared for their job
Yo creo que los consejeros están bien preparados para su trabajo 1 2 3 4 5

24. I have received assistance in personal issues from my advisor
He recibido ayuda en asuntos personales de mi consejero/a 1 2 3 4 5

25. I find classes at St. Augustine to be more difficult than I expected
Encuentro las clases de San Agustín mas difíciles de lo que esperaba 1 2 3 4 5

26. I believe that I have learned how to study efficiently
Creo que he aprendido a estudiar eficientemente . . . 1 2 3 4 5

27. The instructions my teachers give me are clear
Las instrucciones que me dan mis profesores son claras 1 2 3 4 5

28. I have problems understanding what I read in English
Tengo problemas para entender lo que leo en inglés . 1 2 3 4 5

29. The textbooks are too hard to read
Los libros son muy difíciles de leer 1 2 3 4 5

30. The teachers are very demanding
Los profesores son muy exigentes 1 2 3 4 5

31. I would recommend my friends and relatives to come to St. Augustine to study
Yo les recomendaría a mis amigos y familia que vengan a estudiar a la Universidad San Agustín 1 2 3 4 5

32. St. Augustine is important in my life
San Agustín es importante en mi vida 1 2 3 4 5

33. I am certain that St. Augustine is the right choice for me
Estoy seguro de que San Agustín fue la decisión correcta para mi 1 2 3 4 5

34. It is likely that I will re-enroll next semester
Es bien probable que me voy a re-matricular el semestre que viene 1 2 3 4 5

35. I feel like I belong at St. Augustine
Me siento bien en San Agustín 1 2 3 4 5

36. Classes are scheduled at convenient times
Las clases se dan a horas convenientes 1 2 3 4 5

37. Parking facilities are adequate
El estacionamiento es adecuado 1 2 3 4 5

38. I like the food in the cafeteria
Me gusta la comida de la cafetería 1 2 3 4 5

39. Tutoring has helped me improve my grades
Las tutorías me han ayudado a mejorar mis notas . . 1 2 3 4 5

40. The childcare service gives good care to my children
El centro de cuidado de niños cuida bien a mis hijos 1 2 3 4 5

41. The classrooms are comfortable
Los salones de clase son cómodos 1 2 3 4 5

42. I feel safe at SAC
Me siento seguro en San Agustín 1 2 3 4 5

43. The library has materials that help me learn
La biblioteca tiene materiales que me ayudan a aprender 1 2 3 4 5

44. The computer labs have helped me learn
Los laboratorios de computación me han ayudado a aprender 1 2 3 4 5

Use this scale for the following questions
Use esta escala para contestar las siguientes preguntas

not at all	little	some	much	a great deal
nada	poco	algo	mucho	muchisimo
1	2	3	4	5

45. Since coming to St. Augustine College I have developed close personal relationships with other students.
Desde que comencé a venir a San Agustín he desarrollado relaciones personales cercanas con otros estudiantes. 1 2 3 4 5

To what extent have the following persons encouraged and supported you in your decision to study?
¿Hasta qué punto ha recibido Ud. ayuda y apoyo de las siguientes personas en su decisión de estudiar?

46. Spouse
Esposo/a 1 2 3 4 5

47. Family members
miembros de la familia 1 2 3 4 5

48. Friends
Amigos 1 2 3 4 5

49. Fellow students
compañeros de clase 1 2 3 4 5

50. Teacher(s)
profesores 1 2 3 4 5

51. Advisor(s)
consejero(s) 1 2 3 4 5

52. Employer
empleador 1 2 3 4 5

53. Co-workers
compañeros de trabajo 1 2 3 4 5

To what extent do the following factors make it difficult for you to study?
¿Hasta qué punto le hacen difícil estudiar los siguientes factores?

54. Caring for family members
Cuidar a miembros de la familia 1 2 3 4 5

55. Housework
trabajo de casa 1 2 3 4 5

56. Family pressures
presiones familiares 1 2 3 4 5

57. Family problems
problemas de la familia 1 2 3 4 5

58. Long work hours
largas horas de trabajo 1 2 3 4 5

59. Job too far from school
el trabajo está demasiado lejos de la universidad . . . 1 2 3 4 5

60. Work schedule too heavy
el horario de trabajo es demasiado pesado 1 2 3 4 5

61. Poor health
mala salud 1 2 3 4 5

62. Financial difficulties
dificultades financieras 1 2 3 4 5

To what extent do each of the following help you feel at home at SAC?
¿Hasta que punto cada uno de los siguientes factores le hacen sentirse como en casa en San Agustín?

63. Hispanic faculty and staff
Profesorado y personal hispano 1 2 3 4 5

64. Other Hispanic students
Otros estudiantes hispanos 1 2 3 4 5

65. Hispanic cultural activities during break-times
actividades culturales hispanas durante la hora del "break" 1 2 3 4 5

66. If a class that you need to take is offered at the main campus or another extension (not the one closest to you), which of the following options would you take?
Si una clase que Ud. necesita tomar, la ofrecen en el campus principal u otra extensión (no la más cercana a su casa), ¿Cual de las siguientes opciones tomaría Ud?

a. I would travel to it
Yo viajaría hasta allá

b. I would wait for another semester, even if that will delay my studies and there is no guarantee that they will offer this class at the site closest to me
Yo esperaría otro semestre aunque eso atrase mis estudios y no hay ninguna garantía de que esa clase la ofrezcan en la extensión más cercana a mi casa

c. I would change majors so that I would no longer need that class
Yo cambiaría de carrera para no necesitar más esa clase

Use this scale for the following questions
Use esta escala para contestar las siguientes preguntas

never	seldom	occasionally	often	very often
nunca	rara vez	de vez en cuando	seguido	muy seguido
1	2	3	4	5

During one semester at St. Augustine, how often do you
Durante un semestre en san Agustín, que tan seguido

67. participate in classroom discussions
participa en discusiones de la clase 1 2 3 4 5

68. use the library
usa la biblioteca 1 2 3 4 5

69. come for tutoring help
viene a tutorias 1 2 3 4 5

70. use a computer lab outside of class
usa el laboratorio de computadoras
después de las clases 1 2 3 4 5

71. meet with instructors outside of class to discuss academic topics
se reune con profesores después de la clase
para discutir temas académicos 1 2 3 4 5

72. Meet with your academic advisor
se reune con sus consejero/a 1 2 3 4 5

73. participate in student activities
participa en actividades estudiantiles 1 2 3 4 5

74. socialize with other students
socializa con otros estudiantes 1 2 3 4 5

(Planning and Administration Doc. STUSA.DOC)

75. If St. Augustine College had a four year program, would you be interested in completing a Bachelor's degree here?
Si San Agustín tuviera un programa de cuatro años, le interesaría completar su educación de college aqui?

a. Yes / *Sí*
b. No / *No*

76. If yes, what area would you be interested in pursuing?
Si la respuesta sí, ¿en que area le interesaria seguir los estudios?

a. Business/ *Negocios*
b. Computers/ *Computadoras*
c. Education/ *Educación*
d. Social Service/ *Servicio Social*
e. Other/ *Otra*

77. In general, what final grade would you give St. Augustine College?
En general, ¿Qué nota final le daría Ud. a la universidad San Agustín?

a. A
b. B
c. C
d. D
e. F

1994-95

Social Security Number_____

ST. AUGUSTINE COLLEGE
GRADUATING STUDENT EXIT SURVEY

SECTION I

Use this scale to answer the questions that follow.

Very Much	Much	Some	Little	Not at all
5	4	3	2	1

For each of the following areas, indicate how much you think that SAC has been helpful to you. **(Circle one number for each line.)**

assistance in the admissions process	5	4	3	2	1
assistance with financial aid applications	5	4	3	2	1
assistance with registration	5	4	3	2	1
counseling on personal matters	5	4	3	2	1
counseling on academic matters	5	4	3	2	1
strengthening your self-confidence or self-esteem	5	4	3	2	1
identifying possible jobs	5	4	3	2	1
identifying a four-year college or university that you would like to attend	5	4	3	2	1
preparing you to continue your education at a four-year college or university if you wish to do so	5	4	3	2	1
providing child care	5	4	3	2	1
providing good food in the cafeteria	5	4	3	2	1
providing services at extension sites	5	4	3	2	1
providing parking areas	5	4	3	2	1

Use this scale to answer the questions that follow.

Very Often	Often	Occasionally	Seldom	Never
5	4	3	2	1

During any one semester, how often did you:

participate in classroom discussions	5	4	3	2	1
use the library	5	4	3	2	1
seek tutoring help	5	4	3	2	1
use a computer lab outside of class	5	4	3	2	1
meet with instructors outside of class to discuss academic topics	5	4	3	2	1
meet with your academic counselor	5	4	3	2	1
participate in student activities (Estudiantina, soccer team, etc.)	5	4	3	2	1

Use this scale to answer the questions that follow.

Very Much	Much	Some	Little	Not at all
5	4	3	2	1

To what extent did each of the following help you to feel at home at SAC? **(Circle one number for each line.)**

Hispanic faculty and staff	5	4	3	2	1
Other Hispanic students	5	4	3	2	1
Hispanic cultural activities during break times	5	4	3	2	1
Hispanic music at dances and other events	5	4	3	2	1
Hispanic food in the cafeteria	5	4	3	2	1

Use this scale to answer the questions that follow.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

For the following items, indicate the degree to which you agree or disagree with each statement. **(Circle one number for each line.)**

If I could start college again, I would choose SAC	5	4	3	2	1
I would recommend SAC to friends & relatives	5	4	3	2	1
I have discussed transferring with faculty and students	5	4	3	2	1
I think the administration at SAC listens to students' concerns	5	4	3	2	1
I have learned at SAC how to relate well to people from different backgrounds	5	4	3	2	1
It is important for me to pursue a college education	5	4	3	2	1
I would like to join the Alumni Association	5	4	3	2	1
As I leave SAC, I feel prepared to be in a non-Hispanic environment for work or study	5	4	3	2	1
Most of the faculty members I have had contact with are willing to spend time outside of class to discuss things that are important to students	5	4	3	2	1
Most of the faculty members I have had contact with are superior or very good teachers	5	4	3	2	1
I am satisfied with the help I received from my academic counselor	5	4	3	2	1
I feel confident in my ability to succeed in an environment that may not have a Hispanic majority	5	4	3	2	1
I continued my studies because of my own desire to succeed in life	5	4	3	2	1
SAC has been important in my life	5	4	3	2	1

2

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Use this scale to answer the questions that follow.

Very Satisfied	Somewhat Satisfied	Uncertain	Somewhat Dissatisfied	Very Dissatisfied
5	4	3	2	1

How do you feel about your command of English in the following areas?

reading the newspaper	5	4	3	2	1
reading college texts	5	4	3	2	1
writing a letter	5	4	3	2	1
writing a paper for a class	5	4	3	2	1
listening to a conversation	5	4	3	2	1
listening to a lecture	5	4	3	2	1
speaking in a conversation	5	4	3	2	1
speaking to a group	5	4	3	2	1
speaking in a class	5	4	3	2	1

Use this scale to answer the questions that follow.

Very Much	Much	Some	Little	Not at all
5	4	3	2	1

To what extent did the following persons encourage and support you to continue your studies? (Circle one number for each line. Skip the questions that do not apply to you.)

spouse	5	4	3	2	1
family member(s)	5	4	3	2	1
friend(s)	5	4	3	2	1
fellow student(s)	5	4	3	2	1
teacher(s)	5	4	3	2	1
counselor(s)	5	4	3	2	1
employer	5	4	3	2	1
co-worker(s)	5	4	3	2	1

To what extent do the following factors make it difficult for you to study? (Circle one number for each line. Skip the questions that do not apply to you.)

caring for family members	5	4	3	2	1
housework	5	4	3	2	1
family pressures	5	4	3	2	1
family problems	5	4	3	2	1
long work hours	5	4	3	2	1
job too far from school	5	4	3	2	1
work schedule too heavy	5	4	3	2	1
poor health	5	4	3	2	1
financial difficulties	5	4	3	2	1

1. If you were giving a final grade to the college, what grade would you give SAC for:

   a. its instructional program . . . . . A B C D E

   b. its supportive services . . . . . A B C D E

   c. building a linguistic and cultural bridge for the Hispanic community . . . A B C D E

   d. opening opportunities for Hispanics in the world of higher education. . . . A B C D E

   e. preparing students to enter the job market. . . . . A B C D E

2. Please make any suggestions that can help us improve the programs or services at SAC.

SECTION III - EXITO

If you began at SAC with English 101, you may have been part of a special program called EXITO.

1. Did you participate in Programa Exito? a. Yes b. No

2. If you answered YES, when did you enter Programa Exito?

   Fall _____(year) Spring _____(year)

If you participated in Programa Exito, please answer the following questions. (Circle one number for each line.)

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

1. I feel that Programa Exito helped me in my academic studies	5	4	3	2	1
2. I am satisfied with the teachers in Programa Exito	5	4	3	2	1
3. I am satisfied with the counselors in Programa Exito	5	4	3	2	1

SECTION IV - BACKGROUND INFORMATION

Please circle you choice or write in your answer.

1. Sex: a. male b. female

2. Age: _____years

3. Place of birth:
   a. Mexico b. Central America
   c. South America d. Puerto Rico
   e. USA f. Other_____

4. What is the place of birth of your mother?
   a. Mexico b. Central America
   c. South America d. Puerto Rico
   e. USA f. Other_____

5. What is the place of birth of your father?
   a. Mexico b. Central America
   c. South America d. Puerto Rico
   e. USA f. Other_____

6. If you were born in another country, how many years have you lived in the United States? _____years

7. How many years of school did you finish before you came to SAC? _____years

8. Did you receive your high school diploma
   a. outside the USA.
   b. in a high school in the USA or in Puerto Rico.
   c. through the GED program.
   d. other _____

9. How many years were you out of school before you started at SAC? _____years

10. On an average, about how many hours a week do you spend studying for class? _____hours each week

11. How many hours each week do you work
    a. off-campus (outside job)? _____hours each week
    b. on-campus (e.g.,work-study)? _____hours each week

12. If you are working, what is your place of work?
    _____

13. How many years of school did your mother complete?
    a. no formal schooling
    b. 1 to 6 years (elementary school)
    c. 7 to 9 years (junior high school)
    d. 10 to 12 years (high school)
    e. 12 to 16 years (college)
    f. more than 16 years (graduate school)
    g. don't know

14. How many years of school did your father complete?
    a. no formal schooling
    b. 1 to 6 years (elementary school)
    c. 7 to 9 years (junior high school)
    d. 10 to 12 years (high school)
    e. 12 to 16 years (college)
    f. more than 16 years (graduate school)
    g. don't know

15. What is your current status?
    a. single b. married c. divorced, widowed or separated

16. Are your responsible for raising any children?
    a. Yes b. No

17. Are you the head of your household, that is, the main financial support of your family?
    a. Yes b. No

18. What is your financial status?
    a. support yourself only
    b. support yourself and family members
    c. dependent on your parents for support
    d. dependent on your spouse for support
    e. dependent on another source, for example, the state, for support

19. Please estimate your annual household income from all sources (yourself and all other contributing members) by circling the category that comes closest to the amount:
    a. $ 0 - 5,000
    b. $ 5,001 - 10,000
    c. $10,001 - 15,000
    d. $15,001 - 20,000
    e. $20,001 - 25,000
    f. $25,001 - 30,000
    g. $30,001 - 35,000
    h. $35,001 - 40,000
    i. more than $40,000

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20. During the time you attended SAC, did you complete your studies:
    a. without interruptions
    b. with a one-semester interruption
    c. with a one-year interruption
    d. with a longer interruption

21. How long did it take you to complete your studies?
    a. less than 2 years
    b. 2 years
    c. 2 1/2 years
    d. 3 years
    e. more than 3 years

22. What is the highest academic degree that you intend to earn?
    a. associate degree (A.A., A.A.S)
    b. bachelor's degree (B.A., B.S.)
    c. master's degree (M.A., M.S.)
    d. doctorate (Ph.D., Ed.D., etc.)
    e. medical degree
    f. law degree
    g. divinity degree
    h. other

23. Do you intend to transfer to a four-year college or university immediately after graduation?
    a. Yes b. No

24. Which of the following would you like SAC to do for you after you graduate? (Circle all that apply.)
    a. help you find a job
    b. offer refresher courses in your specialty
    c. send you information periodically on study and job opportunities

25. What site is closest to your residence?
    a. Argyle b. South Side c. West Town d. Aurora

26. When did you take most of your classes?
    a. in the morning b. in the evening

27. Have you asked for and received information about transferring from the Transfer Center or from your academic counselor?
    a. Yes b. No

28. Have you ordered a transcript be sent to a four-year institution?
    a. Yes b. No

St. Augustine College

THANK YOU FOR YOUR COOPERATION

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